




YOUR LOGIC MODEL Cross Articulation Team Teacher Quality Grant: Embed INTASC

What Do You Want to Sustain?		How Will You Measure Your Progress?
VISION AND DESIRED RESULTS <ul style="list-style-type: none"> Continue work of embedding appropriate INTASC standards into the syllabi, course work and assessments in early education courses at community colleges. Continue to ensure transfer students are aware of quality standards required for teacher licensure. Ongoing Community Colleges and 4-year institutions with transfer streams to complete course/program articulation agreements to support student transfer. 		INDICATORS <ul style="list-style-type: none"> All/majority of CC embeds INTASC standards in course syllabi. Students transfer with awareness of INTASC standards and associated documentation related to performance level. Smooth transfer of core performances across transfer institutions Numerous CC continue to embed INTASC standards
CONDITIONS AND CAUSES <ul style="list-style-type: none"> Student awareness of INTASC standards (KSD) required in TEP programs and candidate assessment. Utilization of ISEA and IACTE as vehicles for collaborative efforts in developing articulation discussions and agreements CC and 4-year efforts regarding articulation based on INTASC standards 		
STRATEGIES <ul style="list-style-type: none"> Establish educator round-table at ISEA Conference CC membership in IACTE and use of fall and spring meetings to meet as community college groups and with related transfer institutions. 		PERFORMANCE MEASURES Measures of Effort: <ul style="list-style-type: none"> Team's promotion efforts Contacting CC education departments to attend ISEA conference and IACTE annual meetings Establish meeting times at these conferences Measures of Effect: <ul style="list-style-type: none"> Attendance and level of involvement at annual meetings Will CCs join IACTE Work to embed and maintain application of INTASC
ACTIVITIES <ul style="list-style-type: none"> Workshops and annual meetings Electronic communication 		

YOUR LOGIC MODEL: Cross Articulation- Strength math & oral/written communication skills

What Do You Want to Sustain?		How Will You Measure Your Progress?
VISION AND DESIRED RESULTS <ul style="list-style-type: none"> Vision~ Pre Education candidates will strengthen their math and oral/written communication skills to better prepare them to meet the expectations of the teaching profession. Results~ Pre Education candidates have strong skills in the areas of math & oral/written communication. 		INDICATORS <ul style="list-style-type: none"> Competencies or outcomes met in related course work Minimum or higher grade achieved in related coursework Success in gate keeping tests for Pre education candidates~ Praxis, C-Base, etc... Evaluation analysis shows an increased awareness of General Education faculty of their importance in preparing teacher candidates for their profession.
CONDITIONS AND CAUSES <ul style="list-style-type: none"> Pre Education candidates do not understand the relationship between building skills in related courses and transfer of those skills to profession. Students have weak or limited skill development in the areas of math and oral/written communication. General Education Instructors are not aware of the role they play/impact they have in preparing Pre Education candidates 	↔	<ul style="list-style-type: none"> Evaluation analysis shows General Education faculty are committed to holding Pre Education candidates accountable of skill they will need mastery of in their profession.
STRATEGIES <ul style="list-style-type: none"> Meetings held with general education faculty & Pre education candidates 	↔	PERFORMANCE MEASURES <ul style="list-style-type: none"> Evaluation forms provided for general education faculty and pre-education candidates to assess post knowledge of power point material. Report of gate keeping exams ~ self report? Manipulate data base to look at grades (GPA) in specific courses. (ie math, writing and oral communication)_
ACTIVITIES <ul style="list-style-type: none"> Power point presented to general education faculty to share the importance of their role in preparing pre-education candidates. Power point presented to students in education courses to share the importance of strengthening skills in math and oral/written communication. Evaluations provided for faculty and candidates to assess their improved knowledge Community Colleges looking at requiring specific coursework and recommending additional content courses. 		

YOUR LOGIC MODEL: Cross Articulation Team—Model of Excellence

What Do You Want to Sustain?		How Will You Measure Your Progress?
VISION AND DESIRED RESULTS <ul style="list-style-type: none"> To encourage adoption of the Model of Excellence by all community colleges and the continued articulation of the Model of Excellence by all four-year institutions. Well prepared community college students prepared for ease of transfer into 4-year institutions. 		INDICATORS <ul style="list-style-type: none"> Transfer students articulate smoothly into teacher education programs and are ready to begin junior year course work. Well articulated 2 + 2 programs across the state. 4-years report success of transfer students (e.g., numbers screened-out of programs, number of students recommended for licensure).
CONDITIONS AND CAUSES <ul style="list-style-type: none"> Community colleges lack of consensus on the TEP program design Some community colleges only offer general education – no education courses at all. Four-years lack consensus on TEP program design (each program is unique) New teachers need strong oral/written communication skills Community colleges lack data on how well their transfer students are prepared 		

<p>STRATEGIES</p> <ul style="list-style-type: none"> • Present Model to Community College CAOs and to four-year institutions' Education Department administrators for buy-in • Use model to initiate or strengthen articulation agreements 		<p>PERFORMANCE MEASURES</p> <p>Renewed or new articulation agreements signed</p> <p>Reduced number of student complaints/increased number of seamless transfers.</p> <p>Report by four-year institutions that community college transfers are better prepared for their programs and compare well with performance of native students.</p>
<p>ACTIVITIES</p> <p>Promote agreements through signing ceremonies so that the public and other institutions see the success.</p> <p>Post articulation information on websites of both community colleges and four-year partners.</p> <p>Review and update agreements as needed for the preparation of teacher candidates in changing times would require.</p>	